

## Grade 1 Receptive Literacy – Reading and Listening Behavioral Objectives

Early Developing	Developing	Developing Continued	Late Developing
<b>Phonological Awareness (Orally)</b> ___1.011 Count syllables in spoken words ___1.021 Blend spoken syllables to form compound words ___1.013 Break words (segments) into individual sounds and say each sound (CVC, i.e., sat is /s/ /a/ /t/)	<b>Phonological Awareness (Orally)</b> ___1.014 Change the beginning and ending sounds of a word heard to make a new word (adding a sound, deleting a sound, and substituting a sound) ___1.015 Make-up and say a series of rhyming words that may include consonant blends (e.g., flag, brag)	<b>Phonological Awareness (Orally)</b> ___1.014 Change the middle sound in a word heard to make/say a new word (e.g., sat – sit, fat – fit, etc.)	
<b>Phonics/ Word Recognition</b> ___1.0122 Blend the sounds (phonemes) to read 1 syllable words (CVC - /s/ /a/ /t/ is sat) ___1.024 Figure out (decode) new words using common word family patterns (e.g., -ill, -ug, -at, etc.) ___1.020 Blend sounds (phonemes) to read long vowel words (e.g., go, me, be, etc.) ___1.022 Recognize at least 25 high frequency words in text	<b>Phonics/Word Recognition</b> ___1.012 Blend the sounds to read 1 syllable words (CVCe, e.g., /r/ /o/ /p/ is rope) ___1.023 Use common consonant digraphs to read unknown words (e.g., th-, ch- sh-, wh-, -ck) ___1.025 Use common consonant blends to read unknown words (e.g., sh-, bl-, tr-, etc.) ___1.026 Use endings to read unknown words (e.g., -s, -ed, -ing) ___1.022 Recognize at least 50 high frequency words ___1.04 Use beginning sounds and known word families to identify unknown words	<b>Phonics/Word Recognition</b> ___1.021 Use sound-letter relationships to decode regular 1 syllable words ___1.012 Blend the sounds to read 1 syllable words that have vowel digraphs (e.g., ai, ay, ee, oa, y, etc.) ___1.027 Decode 1 syllable words ending with consonant blends (e.g., -ng, -nk, mp, -lt, -ft) ___1.022 Recognize at least 75 high frequency words ___1.04 Use known parts of words like chunks or word families to identify unknown words (e.g., If you know <i>and</i> , you can read <i>hand</i> )	<b>Phonics/Word Recognition</b> ___1.021 Use letter/sound relationships to decode regular one-syllable words when reading with ___r controlled vowel (ar, er, ir, or, ur) ___2 sounds of y as a vowel (e.g., happy and sky) ___1.024 Decode words using common patterns or chunks (word families, e.g., -unk, -ank, -ink) ___1.022 Recognize at least 100 high frequency words ___1.03 Ask, “Does it make sense? Does it sound right? Does it look right?” when reading new words
<b>Comprehension (Text is read, heard, or seen)</b> ___2.041 Think about what you already know and have done to connect to a new text <b>2.03 Use what you already know about the topic and ask questions to help you read and understand</b> ___fiction text ___nonfiction text ___2.05 Predict and explain what will happen next in texts ___2.01 Independently read aloud texts for emergent readers with adequate pacing (fluency) and comprehension	<b>Comprehension (Text is read, heard, or seen)</b> ___2.042 Anticipate the vocabulary you might read in a new text based on the topic <b>2.03 Use graphic organizers (e.g., story maps, KWL, etc) to help you read and understand with some teacher support</b> ___fiction text ___nonfiction text <b>2.11 Retell fiction including</b> ___setting ___characters ___plot ___major events ___author’s message ___2.02 Choose to read different types of texts (e.g., stories, poems, etc.) <b>2.09 Read and follow simple written instructions</b>	<b>Comprehension (Text is read, heard, or seen)</b> 2.04 Connect to a new text by using the following strategies: ___ preview the text ___predict some new vocabulary ___use what you already know about the topic <b>2.03 Use simple summaries (e.g., oral statements, main ideas, etc. ) to read and understand with some teacher support</b> ___fiction text ___nonfiction text <b>2.11 Retell nonfiction including</b> ___topic ___details ___author’s purpose ___connections ___2.07 Answer what, when, where, and how questions	<b>Comprehension (Text is read, heard, or seen)</b> <b>2.06 Pay attention to what you read and show your understanding by using 1 or 2 strategies:</b> ___retelling ___summarizing ___asking questions about the text ___2.08 Talk about how, why, and what if questions with texts you have read or heard ___2.10 Use fix-up strategies when you read: thinking about what has happened so far to predict what is likely to happen next ___2.02 Choose to read different types of texts (e.g., short chapter books, informational texts, and storybooks, etc.)

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<b>Connections</b> <b>___ 3.01 Talk with detail about how information and events connect to personal experiences</b> ___ 3.07 Compare how authors use different language conventions to help you understand the text (e.g., different kinds of sentences; capitalization of first word in sentences and names; and punctuation like periods and question marks)	<b>Connections</b> ___ 3.06 Talk about ways authors' use sentences to make it interesting and tell a story (e.g., telling sentences, asking sentence, etc.) <b>___ 3.041 Create pictures to share personal experiences and ways you feel about texts that have been read or heard</b>	<b>Connections</b> ___ 3.03 Talk about new words you heard or read to improve understanding of a text <b>___ 3.042 Share personal experiences and how you feel about what you read by talking about what it means to you (interpretations)</b>	<b>Connections</b> ___ 3.02 Recognize that some words are used in texts and in everyday life (e.g., directional words – first, second, etc.) ___ 3.043 Share personal experiences and how you feel about what you read by writing about what it means to you ___ 3.05 Recognize how authors use vocabulary and language to make their texts sound alike (e.g., Eric Carle, Jan Brett, etc.)
<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily	<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily	<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily	<b>Developing Reading Habits</b> Choose own texts and read independently for 15 minutes daily
Grade 1 Expressive Literacy – Writing and Speaking Behavioral Objectives			
Early Developing	Developing	Developing Continued	Late Developing
<b>Products</b> ___ 4.01 Use new vocabulary and book language in your talk and writing (e.g., oral retelling, identifying key concepts, using exclamatory phrases to accent an idea or event) <b>___ 4.043 Use more than a single thought, word, or phrase when you talk about a topic in discussions and conversations</b> <b>___ 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings)</b> ___ 4.10 Write short, patterned, repetitive sentences about an idea	<b>Products</b> <b>___ 4.041 Think about your purpose when talking and writing (e.g., talk about a book, write a list, tell a story, etc.)</b> ___ 4.02 Use words that describe and name characters and settings (who, where) and words that tell actions and events (what happened, what did character do) in talk and in writing <b>___ 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings)</b>	<b>Products</b> ___ 4.03 Use specific words to name and tell action in talk and in writing ___ 4.05 Use or extend an author's model of writing to create own writing (e.g., writing different ending for a story, composing an innovation of a poem) <b>___ 4.06 Compose a variety of products using the writing process (e.g., stories, response logs, simple poems)</b> <b>___ 4.08 Write at least 3 sentences that relate to the topic</b>	<b>Products</b> ___ 4.0421 Use clear and precise language to give a message or tell about a story ___ 4.012 Use new vocabulary, language patterns, concepts, and ideas from texts and others in talk and writing <b>___ 4.06 Compose a variety of products using the writing process (e.g., stories, response logs, simple poems)</b> ___ 4.09 Use some details when writing
<b>Grammar and Language Conventions</b> <b>___ 5.014 Record consonant sounds in correct sequence in own writing</b> <b>___ 5.051 Use basic capitalization with first word in a sentence</b> <b>___ 5.053 Use a period to end a telling sentence</b> ___ 5.071 Consistently use spacing between words ___ 5.03 Write all upper and lower case letters of the alphabet using correct letter formation	<b>Grammar and Language Conventions</b> ___ 5.01 Use knowledge about sounds and letters to correctly spell 3 and 4 letter words (e.g., word families, word patterns, etc.) <b>___ 5.04 Use complete sentences to write simple texts</b> ___ 5.072 Write legibly in manuscript handwriting	<b>Grammar and Language Conventions</b> ___ 5.02 Use what you know about letters and sounds to spell, using temporary and/or conventional spelling that can generally be read by others ___ 5.016 Spell many high frequency words correctly in own writing <b>___ 5.052 Use basic capitalization with proper names</b>	<b>Grammar and Language Conventions</b> ___ 5.017 Use spelling resources to generate or check spelling (charts, personal dictionaries, word walls) ___ 5.054 Use the question mark to end an asking sentence ___ 5.06 Check on your own writing by using one or two strategies (reread what you've written, peer conference) ___ 5.072 Write legibly in manuscript handwriting

